

and for which he has the most talent. There is no hierarchy of courses leading automatically to entrance into the senior division, and in this sense no courses are "required." However, the comprehensive examination for entrance into the senior division is a test of real knowledge, at an undergraduate level, in the four fields.

To prepare himself for this a student is encouraged to pursue his own reading as well as taking courses. The faculty assume the position of guides and advisers. The student is made to feel that it is his responsibility to prepare himself for the examination, which he may take whenever the faculty believe he is ready for it. A part of the duty of the faculty adviser is to help him to realize his accomplishments and his limitation in this respect. The examination consists of two parts: a comprehensive test of knowledge and understanding in the four areas of study, and a group of questions to which they may be no answers but which test a student's judgment, observation, imagination, appreciation, and capacity to reach decisions. The faculty as a body study these papers thoroughly and review the applicant's maturity of conduct within the community before passing him into the senior division and recommending a particular field for special study.

Work in the senior division corresponds to the usual "major" in American colleges, though it may be somewhat more intensive and is usually done under tutorial guidance rather than in course work. A student is expected by the time he graduates to be capable of independent work in his special field: to be familiar with its main areas and to be able to use the chief sources of information available. He should also have his own method of working and be able to form independent judgments based on first-hand acquaintance with the material of the subject. In the senior division the student is given considerable freedom of action under the guidance of his major instructor and adviser. The comprehensive examinations for graduation, consisting of from five to seven three-hour papers and a public oral examination, are given by authorities in the field from outside the college. It is assumed that the work done will be at least equal to that required for graduation in particular field at the better American colleges and universities.

Black Mountain College aims to educate persons as well as minds. Life in a community, with its attendant work and the social awareness and competences derived therefrom, and the development of esthetic sensibilities that enrich individual living, are regarded as parts of that education. Direct experience of the democratic processes and of some of the common tasks of the world, in a context of intensive liberal arts study, seem to the faculty of this college to provide one significant way to educate American citizens.

KENNETH KURTZ

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